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ABSTRACT

In its final year of funding, Project COPE provided instruction in basic skills and career development to 388 students of limited English proficiency (LEP) in grades 9 through 12 at three sites in Brooklyn and the Bronx: 150 Hispanics at John F. Kennedy High School, 150 Haitians at Prospect Heights High School, and 88 Italians at Christopher Columbus High School. The project was centrally administered, but the project's style of functioning at each site was influenced by the attitudes of the staff, the characteristics and needs of students, and other factors. This year's major change occurred at Prospect Heights, where a new assistant principal for foreign languages was given responsibility for administering the project. Prospect Heights was adversely affected by the shortage of both Haitian Creole-speaking teachers and texts, but nonetheless the program there has undergone promising improvements. At Kennedy, the project was integral to the bilingual education department, but at Christopher Columbus non-project-related staff voiced skepticism about the project, and it was the only school which did not offer native language instruction. The different sites varied in meeting program student achievement goals, and the dropout rate of program students was virtually zero. The following recommendations might improve future multi-site programs: (1) selected schools might be closer to one another and/or might serve students from the same language group; and (2) funds for continuing COPE-like services should be raised to meet the needs of the continuing influx of Spanish-speaking students at Kennedy and Prospect Heights. (KH)

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PROJECT COPE

1985-1986

OEA Evaluation Report

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O.E.A. Evaluation Section Report

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Grant Number: G00-830-2147

PROJECT COPE

1985-1986

Project Director:
Angelo Gatto

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A SUMMARY OF THE REPORT

In its final year of funding, Project COPE provided instruction in basic skills and career development to 388 students of limited English proficiency (LEP) in grades nine through twelve at three sites: 150 Hispanics at John F. Kennedy High School, 150 Haitians at Prospect Heights High School, and 88 Italians at Christopher Columbus High School. The students' native- and English-language proficiencies and overall academic preparedness varied.

The project was centrally administered by the project director, who also administered several other Title VII programs. A program coordinator, who coordinated two other Title VII programs, supervised Project COPE staff members and implemented its day-to-day activities. The project's style of functioning at each site seems to have been influenced by the attitudes of the staff, the characteristics and needs of students, the support provided by the central office, and the attitudes of school administrators toward the project and its students.

This year's major change in Project COPE was at Prospect Heights, where the recently appointed (in 1984) principal transferred the responsibility for administering the project from the assistant principals (A.P.s) for guidance, social studies, and English to a new A.P. for foreign languages. Although the principal and the A.P. for foreign languages at the school both supported bilingual education, the project was adversely affected by the citywide shortage of both Haitian Creole-speaking teachers licensed in math and science and suitable texts. The A.P. at John F. Kennedy made the project an integral part of the bilingual education department, which greatly facilitated its implementation. The department's tracking system was very useful in providing special remedial work for project students who needed it. Only at Christopher Columbus was there some skepticism about the project among non-project-related staff and the administration. Because the school's policy was to mainstream LEP students "as soon as possible," it stressed providing intensive E.S.L. instruction, rather than native language content-area instruction.

The on-site project staff at each school consisted of a resource specialist, who was responsible for the project's day-to-day operation, and an educational assistant. Over Project COPE's three-year history, major staff changes at all three sites disrupted the program. Nevertheless, during the project's final year, most on-site staff were found to be both competent and enthusiastic. At John F. Kennedy, Project COPE provided native language arts instruction; social studies, science, and math courses that were taught predominantly in Spanish, with explanatory English vocabulary; and several special remediation courses. At Prospect Heights, the school's regular teaching staff provided most of the project's instructional services. All content-area classes except math (for which there was no licensed teacher who spoke the language) were conducted in Haitian Creole. At Christopher Columbus, the instructional component consisted of one level of Italian native language arts. No Italian-language content-

area classes were offered because, according to the school administration, only a small number of students would have benefitted from them.

Project objectives were assessed in English-language development (Criterion Referenced English Syntax Test [CREST]); growth in the native language (teacher-made examinations); mathematics, science, and social studies (teacher-made examinations); and dropout rate (school and program records). Quantitative analysis of student achievement data indicates that:

-- Program students mastered an average of two CREST objectives per month in the fall and 1.6 CREST objectives per month in the spring. However, as 63 percent of the students gained one objective per month in the fall and 56 percent did so in the spring, the proposed objective of 70 percent gaining one objective per month was not met.

-- Over 75 percent of the students at Christopher Columbus and John F. Kennedy passed native language courses in the spring semester, thus meeting the objective. However, data were not submitted to assess the objective of a statistically significant increase from pretest to posttest.

-- The proposed objective in content-area subjects was not met by students at John F. Kennedy. Data were incorrectly submitted for the other high schools, and therefore the objective could not be assessed.

-- The dropout rate of program students was virtually zero. However, the 10 to 15 percentage point difference between program and mainstream rates was attained only at Christopher Columbus because the dropout rates at the other sites were less than 10 percent. Thus, the objective was partially achieved.

The following recommendations are aimed at improving future programs serving similar populations at these sites:

-- In future multi-site projects, the schools that are selected might be closer to one another and/or might serve students from the same language group.

-- Because John F. Kennedy serves areas of the Bronx experiencing an influx of Hispanic LEP students from backgrounds similar to those of COPE students, funds for continuing the services that COPE had provided might be applied for.

-- At Prospect Heights, Project COPE underwent major improvements and was beginning to realize its potential for serving its target population. In light of this progress, funding for COPE or a similar project might be sought.

-- The lack of native-language texts in mathematics, science, and social studies for Haitian Creole students at Prospect Heights might be rectified.

-- The resource specialist and educational assistants at Christopher Columbus provided vital remedial services to the target population. Their services, particularly the close contacts they had developed with parents and the special attention they gave to students with remedial needs, could be continued without Title VII funding if the school's administration would allot them the necessary time.

-- The 42-page math curriculum manual developed by the Kennedy resource specialist should be made available for review and adoption by other Spanish/English bilingual programs.

-- The program should attempt to collect student achievement data and report it accurately so that proposed objectives can be assessed.

-- The program should consider revising its objectives so that they reflect realistic goals.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment/Bilingual Education Evaluation Unit reports, is the result of a cooperative effort by regular staff and consultants. In addition to those whose names appear on the cover, Eulalia Cabrera has interpreted findings and has integrated material into reports. Arthur Lopatin has edited the reports following the O.E.A. style guide and has written report summaries. Finally, Marcia Gilbert, Bruce Roach, Gladys Rosa, and Martin Zurla have worked intensively as word processors to produce and correct reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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PROJECT COPE
New York City Career Orientation and
Preparative Education Program

Central Location:	Office of High School Projects 1171 65th Street, Room 501 Brooklyn, New York 11219
Participating Schools:	Christopher Columbus High School 925 Astor Avenue Bronx, New York 10469
	John F. Kennedy High School 99 Terrace View Avenue Bronx, New York 10463
	Prospect Heights High School 883 Classon Avenue Brooklyn, New York 11225
Year of Operation:	1985-1986, third of three years
Target Languages:	Italian/Neapolitan, Spanish, and Haitian Creole
Number of Students:	388
Project Director:	Angelo Gatto

I. OVERVIEW

In 1985-86, Project COPE (Career Orientation and Preparative Education Program) was in its third and final year of funding. Project COPE's goals were to provide support services to LEP students who also were limited in their ability to read and write their native languages, to provide them with intensive instruction in English as a second language (E.S.L.), to improve their reading and writing skills in their native language, to instill ethnic pride, and to provide career orientation and occupational training.

As enunciated by the coordinator and the A.P.s supervising the program, the project's philosophy was to provide a supportive setting

in which LEP students could receive help in coping with their new environment. According to the project proposal, the program's philosophy was to be implemented at each site through an individualized instructional approach designed to meet the special needs of each student. In addition to native language arts, content-area courses were to be taught in the students' native languages to avoid the difficulties the students would experience if instruction were given in English.

All project students were tested with the Language Assessment Battery (LAB) and those who scored below the twenty-first percentile on the LAB were eligible for the program. Students were then interviewed in their native languages by the project resource specialist. Samples of their reading and writing were taken to determine native-language literacy levels. Project personnel believed that students with greater mastery of their native language could learn English more rapidly. A majority of the students were expected to develop basic skills and score above the twentieth percentile on the LAB within three years.

II. STUDENT CHARACTERISTICS

Project COPE operated at three high schools, each serving a different linguistic group. At John F. Kennedy High School, Project COPE served 150 Spanish-speaking students. At Prospect Heights High School, the project served 150 Haitian Creole-speaking students. At Christopher Columbus High School, the target population consisted of 88 students of Italian/Neopolitan background. (See Table 1.)

TABLE 1

Number and Percent of Program Students
By School and Native Language

School	Native Language	Number	Percent
John F. Kennedy	Spanish	150	39
Prospect Heights	Creole	150	39
Christopher Columbus	Italian	88	22
TOTAL		388	100

Although the students served by the project differed in native language, customs, and traditions, they had certain common problems. Approximately 50 percent of the students and their families were recent immigrants who had left their homelands because of economic and, in some cases, political conditions. They tended to be of low socioeconomic status, and their parents often were ill-prepared to assist them with schoolwork and with the process of adjustment to a different culture. In

addition, because of the high rates of crime and drug addiction in the communities where they had settled, parents often were overprotective. Many students had suffered interrupted schooling or had limited educational opportunities and were functionally illiterate in their native languages. Of all the program participants, 60 percent were overage for their grade placement. (See Table 2.)

At Prospect Heights, COPE served 150 Haitian students, many of whom were recent arrivals to this country. As was true of Prospect Heights' Haitian student population in general, the ones served by Project COPE were generally (86 percent) overage for their grade placement. COPE's resource specialist believed that this was partially the result of the students' grade-level placement at the time of their arrival in the U.S. He suggested that students' transcripts often were not properly evaluated because of faulty translations and a lack of understanding of the Haitian educational system. To ensure that students were placed at appropriate grade levels, the resource specialist had taken responsibility for translating and evaluating transcripts, in addition to his regular project-related responsibilities. The Haitian students faced special problems. Many who had attended schools up to the tenth grade in their homeland had been educated in French; but those who had not, spoke Creole. Since native language arts classes were conducted in French at Prospect Heights, Creole speakers had to learn two new languages -- English and French.

At John F. Kennedy, the majority of COPE students were from the Dominican Republic, and to a lesser extent from Ecuador, Colombia, and other South American countries. Because those of rural origin often had little formal schooling, 54 percent of Hispanic students were overage for

TABLE 2

Number of Program Students by Age and Grade
and Number and Percent Overage by School

All Students

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	18	2	0	0	20
15	28	19	0	1	48
16	50	44	12	1	107
17	30	28	13	10	81
18	29	19	9	4	61
19	8	16	8	5	37
20	2	5	5	1	13
21	3	3	0	0	6
22	0	2	0	0	2
23	0	1	0	0	1
TOTAL	168	141	45	22	376*

Overage Total Program Students

Number	122	74	22	6	224
Percent	73	52	49	27	60

Prospect Heights High School

Number	75	39	5	2	121
Percent	84	91	100	50	86

Christopher Columbus High School

Number	2	12	6	4	24
Percent	33	29	27	22	27

John F. Kennedy High School

Number	45	23	11	0	79
Percent	62	41	61	0	54

Note: Shaded area indicate expected age range for grade.
*Data were missing for 12 students.

- Sixty percent of the project students were overage for their grade, which represents a decrease of eight percentage points when compared to the previous academic year (68 percent).
- The highest percentage of overage students occurred among the Haitian students at Prospect Heights (86 percent).

grade placement. Many of them lived with older siblings or other relatives. All were eligible for free lunch and thus fell within the low-income parameters set for this program. Project personnel noted that many had economic and other problems at home. However, compared with other students at the school, COPE students created few disciplinary problems. Reportedly it is common for Hispanic students to shuttle between the U.S. and their native country.

At Christopher Columbus, Project COPE's target population consisted of students of Italian origin. Although the school had experienced an influx of Italian-born students in the past, most of the students served by Project COPE had been born in the U.S. and were not limited in English proficiency. They were generally on grade for their age, with only 27 percent overage for grade placement. However, their parents were Italian-born and spoke Italian at home. The students in Project COPE were selected on the basis of English reading scores that were below grade level.

III. PROGRAM DESCRIPTION

ORGANIZATION AND STAFFING

Although the centrally-located project director was responsible for overseeing the project, since May 1985 that responsibility had been delegated to a project coordinator who was hired to provide more communication between the central office and each site. Her appointment was an appropriate response to previous years' evaluations, which pointed out the need for more supervision by the project's central office.

Although support from the central office had increased by the project's third year, the extent to which Project COPE's instructional and non-instructional objectives were met continued to vary from site to site, because COPE is just one component of its host schools' bilingual programs. At two of the three sites, Project COPE was embedded within more broad-based bilingual-education programs. Supervision of COPE's on-site staff was the responsibility of each school's assistant principal (A.P.) for foreign languages. Instructional policy and the supervision of teaching in content-area subjects were the responsibilities of the subject-area A.P.s.

On the other hand, the extent to which non-instructional objectives were met was more directly dependent upon the caliber of COPE's on-site staff. At each school, Project COPE's on-site staff consisted of a resource specialist, who was responsible for the project's day-to-day operation, and an educational assistant. Over the three-year history of Project COPE, there had been notable changes in key personnel at all three sites. Such changes had resulted in a significant lack of continuity and a loss of time while new staff familiarized themselves with their jobs. Nevertheless, in the project's final year, most on-site staff members were

found to be enthusiastic. Although the project coordinator was not directly involved in implementing Project COPE's instructional objectives, her observations and suggestions helped improve the performance of the project's on-site staff.

However the project coordinator served a total of three Title VII programs at seven high schools in the Bronx and Brooklyn. Thus, she was unable to develop a detailed familiarity with the situation at each school. Different language groups were served at each school, which limited the possibilities for her to foster an exchange of information and resources among Project COPE's participating schools. Her visits varied in frequency and regularity from site to site. She made a large number of visits to Prospect Heights, because of initial problems there.

PROSPECT HEIGHTS HIGH SCHOOL

Although many of Prospect Heights' tax-levy teachers were skeptical about bilingual education, both the principal and the A.P. for foreign languages supported the program. This year the recently appointed (in 1984) principal of Prospect Heights transferred responsibility for supervising the project from the A.P.s for English, guidance, and social studies to a new A.P. for foreign languages. The new A.P. is multilingual, and, having immigrated to the U.S. in his youth, was especially sensitive to the difficulties LEP students face in their new academic and cultural environments. He also had empathy for parental attitudes and was aware of the factors that kept them from participating more actively in the program. Prospect Heights sponsored a Haitian Fair to promote ethnic awareness and pride among Haitian students.

Prospect Heights' resource specialist had been appointed in September 1985, at the same time that the school was undergoing the administrative changes that were described above. He said that at the outset of his service, Project COPE had been in a chaotic state and had not provided him with adequate orientation and supervision. However, he said that the appointment of a central coordinator had considerably improved working conditions.

At Prospect Heights, Project COPE was located in a tiny, thinly-partitioned, noisy cubicle. The cubicle could not accommodate the number of students who were encouraged to visit it for career information. According to the daily log kept by the resource specialist, three to ten students visited each day. Many had problems in adjusting to the American educational system. As a native Haitian, COPE's resource specialist increasingly found himself taking the role of interpreter and mediator between COPE students and the school and community environments. He had begun collecting career-related materials and had organized two career workshops, each attended by 50 to 60 students. He also invited outside speakers representing a range of career options. In the spring representatives of a Haitian community-health agency visited the school and addressed COPE students. Additional career workshops were scheduled for May and June.

The school's bilingual program suffered from the citywide shortage of Haitian Creole-speaking teachers licensed in math and science. Although a lack of texts for Haitian Creole-speaking students could have been remedied more easily, the necessary funds were lacking. According to the A.P. for foreign languages, this dearth of texts limited the school's capacity to

serve LEP students and was a major impediment to Project COPE's ability to fully meet its instructional goals.

JOHN F. KENNEDY HIGH SCHOOL

A strong bilingual educational program had been in place at John F. Kennedy for the past 15 years. The 1985-86 program served 600 LEP students, of a total school population of 5,739. The A.P. for foreign languages made the project an integral part of the school's bilingual education program. This greatly facilitated project implementation because her department's tracking system made it easier to provide special remedial work for students in need. The A.P. closely supervised Project COPE operations in her school.

At John F. Kennedy, the resource specialist had served in the program for the past 18 months. She appeared to be a dedicated and creative professional, and was multilingual. She had attended many continuing education workshops on her own initiative. She was assisted by an educational assistant who had been a certified teacher for twenty years in her native country before immigrating to the U.S. She took pride in knowing all the students participating in the project, and many of them sought her advice about academic and personal problems.

The individual tutorial services provided by Kennedy High School's educational assistant were one of Project COPE's main accomplishments at that site. Students were also referred to community agencies for outside jobs and to the school's health coordinator. In addition, the COPE staff provided information about Hispanic clubs, such as ASPIRA. Most important, to meet the project's career-orientation objective it coordinated open-house sessions sponsored by community colleges, informed students about

outside career-orientation services, and invited guest speakers representing a variety of occupational options. The resource specialist also successfully linked Project COPE with the Board of Education's Open Doors Program. The project had its own honor roll in one of the school's corridors; and the resource specialist noted that the names of some of COPE's current or former students also appeared on the schoolwide honor roll. Although she had not yet developed a system for tracking students once they were mainstreamed, she followed their progress informally.

John F. Kennedy High School was the COPE site which offered the fullest program of extracurricular activities. Activities included dance performances, musical programs, and visits to museums and the aquarium. The resource room and a specially designated bulletin board were decorated with materials pertaining to a variety of Latin American and Iberian cultures, thereby fulfilling the goal of stimulating ethnic pride and awareness among COPE students.

CHRISTOPHER COLUMBUS HIGH SCHOOL

At Christopher Columbus, Project COPE was headed by a bilingual, Italian-born resource specialist who was sensitive to the cultural background and educational needs of the project's target population. She was assisted by a paraprofessional who also was bilingual. The paraprofessional tutored individual students and provided clerical and other program-related assistance. The resource specialist and the paraprofessional worked well together to provide personal counseling and tutoring to project students. The resource specialist at Christopher Columbus, where most COPE students were U.S.-born, promoted ethnic pride by encouraging students to

submit poems to a citywide Italian poetry contest that was held at Fordham University and attended by Columbus' entire Italian native-language class.

Only at Christopher Columbus was there some skepticism about the program among administrators. The school's policy was to mainstream LEP students "as soon as possible" by using English rather than the native language for instruction in content areas.

Compared with the other project sites, there was no formal career-development program at Christopher Columbus. COPE students were referred to the school's vocational guidance counselor. However, the resource specialist attempted to broaden the vocational horizons of project students as a group and to provide individual career counseling. The project coordinator and the educational assistant maintained close ties with parents, worked to strengthen the students' ethnic knowledge and pride, and in general attempted to give COPE students a positive educational and cultural experience.

IV. FINDINGS

The evaluation findings for the 1985-86 academic year include both objectives measurable by standardized test results and those based on an examination of program materials and records, site visits, and interviews with program personnel. The findings are presented by objective, as proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

INSTRUCTIONAL COMPONENT

John F. Kennedy High School

At John F. Kennedy High School, LEP students were initially provided with three daily periods of E.S.L., native language arts, and content-area instruction in their native language. A member of the evaluation team observed math, native language arts, and E.S.L. classes at Kennedy. The enrollment in all three classes was small enough to allow for individual attention and a high level of student participation. The math class was conducted exclusively in Spanish. The teacher explained that more English would be used as the semester progressed. The school's policy was for most content-area classes to be conducted in the students' native language. When students achieved Language Assessment Battery (LAB) scores above the twenty-first percentile, they were first placed in "transitional" and then in mainstream classes. In the E.S.L. class students were mixed with students of other linguistic backgrounds. Consequently, both teacher and students spoke exclusively in English. (The only exception occurred when there was some informal interaction in Spanish among the Hispanic students.) The native language arts class was conducted exclusively in

Spanish. The students' reading ability appeared to be elementary level, reflecting the fact that many had received little or no formal schooling prior to their arrival in the U.S. During all the classes that were observed, students were attentive and responsive, and there were no disruptions or other disciplinary problems.

Five Project COPE students (three girls and two boys) at John F. Kennedy were interviewed individually and in a group. The students encompassed the gamut of academic abilities and vocational aspirations. The evaluation consultant addressed the students first in Spanish and then in English, but the three girls who were interviewed spoke only Spanish. All five indicated that they had few opportunities in their daily lives to speak English. Only one student indicated that both English and Spanish reading materials were available at home. All five evaluated their COPE experience positively. The two boys expressed a desire to enter mainstream courses as soon as possible. One of them had been placed in COPE after having performed poorly in mainstream classes. He seemed anxious to demonstrate his verbal facility in English and to return to the mainstream program as quickly as possible. The other boy recently had emigrated from Ecuador. Although his English proficiency was very limited, he wanted to be placed in mainstream classes as soon as possible because he was interested in computer programming and believed he would receive better training if he were in a mainstream class.

Prospect Heights High School

At Prospect Heights, the school's regular teaching staff provided most of the project's instructional services. The subject-area A.P.s were responsible for instructional policy and teacher supervision. Although

content-area classes generally were conducted in Haitian Creole, the lack of a Haitian Creole-speaking teacher licensed in math made it necessary to teach this subject in English. A math teacher who taught LEP students in English said that math instruction to LEP Haitian students usually was "watered down."

A member of the evaluation team observed a native language arts class, conducted in French rather than Haitian Creole. The lesson was a grammar review for an exam scheduled for the next day. The teacher's rigorous review was punctuated with humor, especially when the students' attention appeared to be wandering. Although the lesson was conducted in French, on several occasions the teacher interjected an English remark. After the class, she explained that she spoke English occasionally to increase her students' exposure to the language. Although she was not Haitian, she was bilingual and showed understanding for and appreciation of her students' cultural background. The class observation occurred soon after President Claude Duvalier, Haiti's long-time dictator, had been pressured into exile. The teacher said the students' understandable excitement about this event permitted them to devote the class to a discussion of the recent events.

During a world history class that was observed by a member of the evaluation team, a bilingual Haitian Creole-speaking teacher reviewed a unit on Old World civilizations. His lecture, his questions, and the students' responses were predominantly in English. The teacher occasionally repeated a question or reinforced a point in Haitian Creole. The students, some of whom were served by COPE, could communicate in English but were sometimes difficult to understand because of their lack of fluency and heavy accents. Most of the students participated in the lesson, demon-

strating interest in and understanding of the topic under discussion. Afterwards, the teacher explained that, to maximize the students' comprehension, he conducted most lessons in Haitian Creole but conducted unit reviews in English. Tests were in English. Like the A.P. for foreign languages, the social studies teacher mentioned the difficulty of teaching without a suitable text.

An E.S.L. teacher at Prospect Heights who was interviewed by a member of the evaluation team said she was interested in Project COPE but felt she had not been sufficiently informed about its objectives and the services it provided. She did not know which of her students were in COPE and said that better communication between COPE personnel and other bilingual staff members was necessary.

Christopher Columbus High School

At Christopher Columbus, the instructional component consisted of one level of Italian native language arts. No Italian-language content-area classes were offered. According to the Italian teacher, not only did students learn about language and culture in this class, they also acquired a sense of identity. According to the administration, bilingual content-area classes had not been formed because only a small number of students would have benefited from them. During an Italian language arts class that was observed by a member of the evaluation team, the educational assistant provided individual instruction to a boy who had recently arrived from Italy. The initial part of the class was devoted to a discussion of plans for a class trip to an Italian poetry competition. Using Italian exclusively, the teacher reviewed details of the trip and distributed permission forms.

Although a few girls answered or asked questions in Italian, the majority preferred speaking in English. After the discussion of arrangements for the trip was concluded, several girls read their Italian-language poetry. When one boy was called upon to present his poem, he asked one of the girls to read it for him.

STUDENT ACHIEVEMENT

English as a Second Language

-- Seventy percent of the program students will demonstrate an appropriate increase in English language proficiency by mastering one CREST objective per month of instruction.

The assessment instrument used to evaluate this objective was the Criterion Referenced English Syntax Test* (CREST). The CREST was administered at the beginning and the end of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the students' attendance rate. The number of skills mastered per month was calculated by dividing the mean mastery by the mean number of months of instruction between testings.

Table 3 presents the test results for students who were pretested and posttested with the same level. Of the students who were reported to be in E.S.L. levels 1, 2, and 3, complete data (levels, pretest score, and posttest score) were available for 116 students in the fall and 223 students in the spring.

In the fall, 62 percent of the students mastered at least one objective per month, and in the spring 56 percent mastered one objective per

*The Criterion Referenced English Syntax Test (CREST) was developed by the Board of Education of the City of New York to measure mastery of instructional objectives of the E.S.L. curricula, and thus was constructed to maximize content validity. The test contains four items per curricular objective, and mastery of an objective is achieved when three of these items are answered correctly. The test measures mastery of 25 objectives at Levels 1 and 2, and 15 objectives at Level 3. The Kuder-Richardson reliability estimates for pretest and posttest administrations of the three levels of the CREST are:

Level 1 -- pretest (.91)/posttest (.96)
Level 2 -- pretest (.94)/posttest (.95)
Level 3 -- pretest (.91)/posttest (.91).

Thus the program objective of 70 percent mastering one objective per month was not met. However, on the average program students mastered two CREST objectives per month in the fall and 1.6 CREST objectives per month in the spring. This is a much higher achievement rate than what is set by most Title VII programs.

Native Language Arts

-- Seventy-five percent of the program students will demonstrate a significant increase in their native language achievement as indicated by a teacher-made instrument.

The objective called for a significant increase in raw scores from pretesting to posttesting when measured by a teacher-made instrument, but no such scores were provided. However, final course grades in native language arts were available for Christopher Columbus, and for Kennedy (spring only). The passing rates at Christopher Columbus were very high both semesters (95.1 in the fall and 82.1 in the spring), and at John F. Kennedy in the spring (77 percent passing).

TABLE 3

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Mean Mastery Per Month
				FALL				
1	53	8.9	6.8	15.0	6.9	6.1	5.0	2.4
2	39	12.4	6.6	17.7	6.0	5.3	5.4	2.1
3	24	8.8	2.8	11.0	2.9	2.2	1.7	0.9
TOTAL	116	10.1	6.3	15.1	6.4	5.0	4.9	2.0
				SPRING				
1	98	9.4	5.0	13.1	5.3	3.7	2.9	1.7
2	74	11.1	6.3	15.1	6.4	4.0	3.8	1.7
3	51	8.5	3.9	10.8	3.5	2.3	2.1	1.1
TOTAL	223	9.7	5.3	13.2	5.6	3.5	3.1	1.6

- Students mastered an average of more than one CREST skill per month of instruction both semesters.

Mathematics, Science, and Social Studies

-- Seventy-five percent of the program students will achieve a passing grade in mathematics, science, and social studies as indicated by results on teacher-made tests.

John F. Kennedy High School was the only COPE site to provide any data. Therefore, the objective could not be assessed as proposed.

As seen in Table 4, the 75 percent passing objective was not met in any subject area at John F. Kennedy in the spring.

TABLE 4

Passing Rates in Content-Area Courses
at John F. Kennedy High School

	SPRING*	
	Number of Students	Percent Passing
Math	126	56.3
Science	43	65.1
Social Studies	92	64.1
Business/Vocational	8	62.5

*Data were not available for students in the fall.

- The 75 percent passing objective was not met in any subject at this site.

Affective Domain

-- The dropout rate of program students will be at least 10 percent less than the rate of mainstream students as indicated by school records.

Dropout. Table 5 presents the dropout rate for the program students and the schoolwide rates at Christopher Columbus, Prospect Heights, and John F. Kennedy. The program's dropout rates were zero at all sites. The proposed 10 to 15 percentage point difference, however, was attained only at Christopher Columbus. Thus the objective was partially achieved. Since schoolwide dropout rates were below 10 percent at John F. Kennedy and Prospect Heights, the stated difference was unattainable. This indicates that the criterion set in the objective is unrealistic. The project should revise the objective.

-- Seventy-five percent of the program students will demonstrate an improvement in attitude toward their heritage when measured on the appropriate language cultural heritage attitude scale.

-- Eighty percent of the program students will demonstrate an improvement in attitude toward school when measured on a five-point scale of pupil problems and needs.

Student Attitudes. Data were not provided to assess these objectives.

TABLE 5

Schoolwide and Program Dropout Rates

School	Schoolwide	Program	Difference
Christopher Columbus	10.6	0	10.6
Prospect Heights	6.3	0	6.3
John F. Kennedy	9.4	0.6	8.8

Attendance. Although the project did not propose to evaluate student attendance, the attendance rates of both project and mainstream students were compared for descriptive purposes.

Statistical significance between program and school attendance was determined through the application of a z-test for the significance of a proportional difference*. This procedure tests whether the difference between one proportion (the program's attendance) and a standard proportion (the school's attendance) is greater than what can be expected by chance variation.

The z-test results are presented in Table 6. At each site, the attendance rates of the project students were significantly higher than the attendance rate of the school as a whole.

TABLE 6

Schoolwide and Program Attendance Rates

School	Program Students	Mainstream Students	Difference	z-value
John F. Kennedy	96.6	79.0	17.6	5.45*
Christopher Columbus	89.9	73.4	16.5	3.59*
Prospect Heights	93.7	68.8	24.9	5.40*

*Significant at the .05 level.

*Bruning, J.L. and Kintz, B.L.; Computational Handbook of Statistics; Scott, Foresman and Company, 1968.

NON-INSTRUCTIONAL COMPONENT

Curriculum and Materials Development

-- Curricula will have been developed in the following areas with Title VII funding.

a. Applied E.S.L.: Level I (9), Level II (10) and Level III (11).
b. Native Language Arts Skills, especially reading and writing in Spanish; Haitian Creole; and Italian/Neapolitan.
c. New York City Board of Education curricula in the following content areas will have been translated and adapted into Spanish, Haitian Creole and Italian/Neapolitan -- Interdisciplinary courses: (Business Skills/Secretarial Science/Career Education; and Science/Health Careers).

John F. Kennedy was the only site that attempted to fulfill Project COPE's proposed curriculum development goal. The resource specialist developed a 42-page curriculum manual for math. (To avoid duplication of effort, this manual should be made available for review and adoption by personnel of other Spanish/English bilingual programs.)

Project COPE's resource room at Kennedy was filled with Spanish-language academic and career-oriented materials, which the resource specialist had worked hard to obtain. One of her functions was to translate materials, such as the careers bulletin, into Spanish. The project also produced a Spanish-language newsletter for parents. The newsletter explained the services that COPE offered and included essays by students. No special curricula had been developed at Columbus or at Prospect Heights during the period of project funding.

Parental and Community Involvement

-- Parents of program students will show a 10 to 15 percent higher attendance at school functions than mainstream parents.

Program staff members were in constant contact with parents and were available to provide help in a variety of situations. Parents were kept

informed about the program, school activities, and their children's progress by means of phone calls and letters. Although the project proposed to hire parent trainers to implement an E.S.L. parent-education program, coordinate the parent advisory group, and keep in touch with parents, they had not been hired by the project's third year.

Like other project sites, John F. Kennedy had not been totally successful in involving parents in the project, but its resource specialist did teach English to 27 parents and older siblings of COPE students. Classes were held two evenings a week at a local community center. Contact was maintained with individual families through telephone calls.

At Christopher Columbus, parental involvement in the project was minimal. One advisory council meeting was held each term and was attended by an average of nine parents. The resource specialist maintained contact with individual parents through telephone calls, especially when their children were having problems at school.

At Prospect Heights, in spite of efforts to involve them, few parents attended meetings or became involved in other school programs. The school's A.P. for foreign languages pointed out that many parents, especially the Haitians, came from societies where parental participation and input in school programs had not been encouraged. COPE's project coordinator did, however, maintain contact with parents through telephone calls and letters.

Staff Development

-- Ninety percent of program staff will demonstrate professional growth by completing courses of study as indicated by college transcripts and certificates.

As only the resource specialist at John F. Kennedy enrolled in a university course this year, the program objective in this area was not met.

V. CONCLUSIONS AND RECOMMENDATIONS

Two features of Project COPE that were common to all three schools were the warm relationship between staff and students and the special attention provided to students. With the exception of Christopher Columbus, the project served students with significant remedial needs in both their native languages and in E.S.L. At Christopher Columbus, the project served a group of U.S.-born students of Italian background who required remedial attention because of reading and writing deficits and a generally poor academic performance.

To keep parents informed about their children's educational progress and school-related problems, the resource specialists at all three schools maintained contact through phone calls and letters. However, formal parental involvement in the project, in the form of attendance at meetings and the provision of critical input, was less than intended in the original project proposal. It should be remembered that most parents were socialized under cultures in which their participation in decisions about school programs was not encouraged. In addition, parental participation was often limited by the need to work irregular shifts or hold two jobs.

All the resource specialists were committed to serving the needs of LEP students through bilingual education. They all were bilingual or multilingual and demonstrated understanding for their students as individuals and for their cultural backgrounds. With the exception of the one at Prospect Heights, all of the educational assistants were bilingual or multilingual, dedicated to helping students, and worked closely with the resource specialists.

John F. Kennedy came closest to realizing the project's goals for career-orientation services. Although COPE was in its third year of funding, it was only during the past year that the project began to take shape at Prospect Heights. There are several factors behind this. Last year's resource specialist was unable to adequately fulfill project-related responsibilities for health reasons. This year, the appointment of a new resource specialist and a new A.P. for foreign languages, the institution of a new administrative set-up, and significant input from the newly appointed project coordinator had a major positive impact. Everyone concerned was pleased with the project's progress in solving many of the problems that had been identified in last year's project-evaluation memorandum.

The new A.P. for foreign languages and the resource specialist demonstrated a significant commitment to the project. In contrast to its performance last year, the project was addressing its career-orientation component. But the lack of Haitian Creole texts in science, math, and social studies (due mainly to insufficient funds) remained a severe constraint, hindering the realization of the project's instructional objectives.

Project-related staff and school administrative personnel believed that Project COPE's attendance and dropout rates were better than those of the mainstream. In general, project staff members and the project coordinator did not seem to be aware of the evaluation measurements pertaining to instructional objectives that were part of the original proposal. Many of the instructional objectives could not be assessed since data were missing or incorrectly reported. In addition, the instructional and

non-instructional facets of the project were not fully coordinated: the project resource specialists and the coordinator tended to concentrate on non-instructional objectives, while the tax-levy teachers and the subject-area and foreign-language A.P.s focused on instructional objectives. Greater integration of instructional and non-instructional components, and greater communication between their staffs are necessary for the complete success of projects like COPE.

Although this is the third and final year of Project COPE, the following points should be considered in contemplating proposals for future such programs:

1. Project COPE is a good case study of the difficulties that arise in implementing a multi-site project in which the schools are distant from each other and address different language groups. If future multi-site projects are contemplated, the schools might be located closer to one another and/or serve students from the same language group.

2. Because John F. Kennedy serves areas of the Bronx experiencing a continuing influx of Hispanic LEP students from backgrounds similar to those of its COPE students, administrators ought to apply for funds to continue the services that COPE furnished.

3. Project COPE at Prospect Heights underwent major improvements and was beginning to realize its potential for serving its target population. In light of this progress, funding for a similar project might be sought.

4. Prospect Heights' lack of texts for Haitian Creole LEP students in math, science, and social studies needs to be rectified if the instructional objectives of future bilingual programs are to be fully met.

5. At Christopher Columbus, Project COPE did not, strictly speaking,

serve a LEP population. However, its resource specialist and educational assistant were dedicated to the project and provided vital services in meeting the remedial instructional needs of the students who were served. Their services, particularly the close contacts they had developed with parents and the special attention they gave to students with remedial needs, might be continued without Title VII funding. This would be feasible if the school's administration would allot the resource specialist and the educational assistant the necessary time to continue their program-related duties, even in a somewhat attenuated form.

6. The 42-page math curriculum manual developed by the Kennedy resource specialist should be made available for review and adoption by other Spanish/English bilingual programs.

7. The project should attempt to collect student achievement data and report it accurately so that proposed objectives can be assessed.

8. The program should consider revising its objectives concerning English language achievement and student dropout rates, using more realistic achievement criteria.